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ROUTING AND TRANSMITTAL SLIP

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TO: (Name, office symbol, room number, building, Agency/Post)	Initials	Date
1. DIRECTOR OF TRAINING AND EDUCATION		
2.		
3.		
4.		

Action	File	Note and Return
Approval	For Clearance	Per Conversation
As Requested	For Correction	Prepare Reply
Circulate	For Your Information	See Me
Comment	Investigate	Signature
Coordination	Justify	

REMARKS

#1 - ACTION

FOR DIRECT RESPONSE WITH A DROP COPY TO
EXO/DDA AND ER. PLEASE NOTE INTENTIONS
REGARDING PARTICIPATION REQUESTED BY
30 APRIL 1986.

SUSPENSE: 30 APRIL 1986

DO NOT use this form as a RECORD of approvals, concurrences, disposals, clearances, and similar actions

FROM: (Name, org. symbol, Agency/Post)	Room No.—Bldg.
EXO/DDA	7D24 HQS
	Phone No.

5041-102

★ GPO : 1981 O - 361-529 (148)

OPTIONAL FORM 41 (Rev. 7-76)
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FPMR (41 CFR) 101-11.206

IMMEDIATE

Form 3-65 160c

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EXECUTIVE SECRETARIAT ROUTING SLIP

TO:		ACTION	INFO	DATE	INITIAL
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3	EXDIR				
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SUSPENSE 30 April 86
Date

Remarks

TO #6: For direct response please, and note intentions regarding participation requested by 30 April 1986.

Executive Secretary
23 April 86
Date



DEPARTMENT OF THE NAVY

OFFICE OF THE SECRETARY

WASHINGTON, D. C. 20350-1000

16 April 1986

Encl. 1
1716X

The Honorable William J. Casey
Director
Central Intelligence Agency
Washington, D. C. 20505



Dear Mr. Casey:

For many years, civilian officials of government departments and agencies have participated in our curriculum at the Naval War College. To continue this beneficial custom, I take pleasure in extending you an invitation to nominate three representatives for the 1986-87 academic year. Your candidates should have a baccalaureate degree and exceptional potential for advancement.

Two candidates will attend the senior resident College of Naval Warfare and should be GS-13 to 15s. The other will attend the junior resident College of Naval Command and Staff and should be a GS-11 to 13. The average age of past students has been 42 and 36 respectively. Descriptions of the curricula are enclosed.

All U. S. students at the Naval War College will receive classified material up to and including Top Secret. Your prospective students should have an expanded scope background investigation which has been completed within the past four years or one initiated immediately after being informed of acceptance for attendance. Certification of security investigations completed and clearances held should be included in your students' orders.

Your candidates should arrive at the Naval War College in time to attend a Navy familiarization session on 7 August 1986. Classes will graduate on 19 June 1987.

Please advise the President, Naval War College, Newport, Rhode Island 02841-5010, of your intentions regarding participation prior to 30 April 1986, with copy to the Chief of Naval Operations (OP-114), Washington, D. C. 20350-2000.

Sincerely,

John Lehman
Secretary of the Navy

Enclosure

OVERVIEW OF THE ACADEMIC PROGRAM

PREScribed CURRICULUM

The resident academic program accomplishes the mission of the Naval War College through a prescribed curriculum that examines three major areas of professional knowledge--Policy and Strategy, Defense Economics and Decision Making, and Operations. The specific material presented in the program varies in sequence, scope and methodology according to the distinctive requirements of the senior and intermediate officer programs. The former program focuses on Policy and Strategy. The latter focuses on joint operations, planning and decision making. Each course covers the broad spectrum of knowledge and expertise required to command forces in a combat environment and to assume positions of increasing responsibilities in the Navy, the Department of Defense, and the highest levels of government. This core curriculum is complemented by an elective program offering a variety of related professional courses, and a program of lectures and readings in the naval applications of international law as described below. Selected students may undertake advanced research projects as an alternative to segments of the regular curriculum.

THE ELECTIVES PROGRAM

The Electives Program permits students to devote a reasonable percentage of their total academic effort to areas of their own choosing. Whereas the three prescribed studies emphasize a common body of knowledge for all students, the electives allow a desirable diversity of intellectual effort as a counterbalance. Each student may choose from a variety of courses and thereby design an elective to his or her personal, academic and professional needs. All U. S. students are required to select one 10-week elective each trimester. The electives require about 20 percent of the student's effort and are graded pass/fail.

INTERNATIONAL LAW PROGRAM

The program introduces legal considerations and application into several divisions of the prescribed curriculum. The academic year begins with a lecture in which the student is introduced to some of the basic areas of international law as they affect the military commander. The concepts introduced during this day are then enforced and expanded during the rest of the year through the Policy and Strategy Course, the Operations Course and through several electives. The Policy and Strategy Course emphasizes the relationship of international law to the planning and execution of national policy and the role of law in the world community and specific international organizations. The Operations Course concentrates on the application of legal principles of peacetime and wartime military operations. Generally, one international law related elective is offered at least two out of the three trimesters on subjects dealing with

Enclosure (1)

the law of the sea, the laws of war, terrorism, the history and origins of international law, and arms control.

The specific areas sought to be addressed during the year include: the nature of international law, territorial jurisdiction, asylum, space law, law of war, rules of engagement, neutral and belligerent rights and duties, and law of the sea.

GRADING

As an accredited academic institution, the Naval War College awards grades in each of the three prescribed courses. The grades are based on students' written performance in examinations, essays and term papers, as well as oral briefs, reports and class participation. Students who participate in special academic programs such as those sponsored by the Center for Advanced Research are graded by the sponsoring center.

Students are graded on the following basis:

- A: Work of very high quality clearly above average graduate work.
- B: Expected performance of the average graduate student.
- C: Below average for graduate student.
- F: Unsatisfactory

ACCREDITATION

The Office on Educational Credit of the American Council on Education, based on its evaluation of March 1976, recommends that credit in appropriate graduate education programs be granted, in accordance with the policies and regulations of the admitting institution, for a maximum of nine graduate semester hours for the Naval War College Course on Policy and Strategy and for a maximum of twelve graduate semester hours for the course in Defense Economics and Decision Making. Operations courses are essentially military courses and, as such, not candidates for accreditation.

COLLEGE OF NAVAL WARFARE
POLICY AND STRATEGY COURSE

OBJECTIVES

While Defense Economics teaches current U. S. and Maritime Strategy, and Operations teaches how to effect that strategy operationally, the Strategy Department has evolved a curriculum designed to teach our officers to think strategically. "Thinking strategically" is something easy to say but difficult to do: to reconcile what the preservation of our interests abroad requires with what our values at home will permit.

Students are made strategically shrewder in three ways. First, they study the finest strategic analyses the Western Tradition has produced, especially the works of Clausewitz, Mahan and Corbett. Secondly, they analyze and argue about the strategic significance of several major historical conflicts. These are the wars studied wherever strategic analysis is a matter of serious concern, for collectively they bring into vivid relief all the themes of the policy-strategy relationship, and discussion of these wars, about which the students have few strong opinions, enhances the officers' capacity for flexible, dispassionate analysis. They are thereby equipped to apply clear, objective, imaginative thinking to the third and final part of the curriculum where they are required to analyze recent and future conflict. Creating this perspective on war is the best teaching device the Department has been able to develop for encouraging the officers to look several steps into the future, well beyond the immediate and easily anticipated consequence of any military action.

The curriculum tries to give the students the mental tools for evaluating current strategy and for formulating new strategies, for understanding what conditions should be satisfied in order to have a national or regional strategy which supports and achieves our country's political objectives, and for distinguishing good strategy from the kind which is simply a capability in search of a mission. The NWC graduates should be able to suggest appropriate alternatives to national strategies, alternatives which will inevitably be required as conditions and capabilities, both ours and those of our adversaries, change in the future. Above all, they must develop the ability to see the world, not as they passionately want it to be, but as it truly is. Throughout the months spent with the Strategy Department, the students analyze the use of military and naval force as a political instrument, and repeatedly explore the recurring concerns and pitfalls of the strategist and policy-maker in war and the prevention of war.

In sum, the Department of Strategy believes that it has developed a course of study which takes the officer, as far as books can take him, toward being a valuable source of strategic advice and counsel.

When the student examines the historical case studies in which military and particularly naval power was called upon to serve foreign objectives, he or she should, in each case, analyze:

- a. The appropriateness of the military means that were employed to achieve the political ends of the nations involved;
- b. The need to coordinate sea, land, and air power and the ways in which lack of such coordination frustrated sound strategic execution;
- c. Alternative, non-military means that might also have been used to serve political objectives;
- d. The relationship between the strategic theories current at the time and the military's actual capacities to implement those theories;
- e. The manner in which military advice was incorporated or failed to become incorporated into national policy;
- f. The limits imposed on the use of force and on national strategy by domestic factors and by technological capabilities;
- g. The role that allies played, both in the benefits they conferred and in the limits they imposed;
- h. The constraints that the total international environment placed on the use of force, that is, all those factors that made a military solution unsuitable for some foreign policy dilemma.

The course culminates in a series of political-military simulations anticipating future action, thereby allowing the participants to exercise their developed strategic skills.

METHODOLOGY

The structure of the course includes:

- Three lectures a week, two by Strategy Department faculty members and one by a visiting lecturer. Each of these lectures is followed by an extended post-lecture conference of an hour to an hour and a half duration.
- Seminars. Each student attends a seminar of ten to twelve students moderated by one civilian scholar and one military officer, thus combining both rigorous academic and professional dimensions. The students prepare during the term three papers 1500 to 2400 words each. These papers provide the focus for the seminar discussions and are based on the 500 to 700 pages of reading which all the students complete each week.

● Examinations and Grading. The student is evaluated for his/her essays and seminar preparation and participation as well as a midterm and final comprehensive examination.

DEFENSE ECONOMICS AND DECISION MAKING COURSE

OBJECTIVES

The central objective of this course is the expansion of each officer's personal philosophy of what constitutes an integrative, balanced military executive point of view. Specific objectives are increased insights into:

1. Economic-based issues and techniques useful in the wise selection and application of future military forces.
2. Political, organizational, and behavioral phenomena that influence national security decision making and implementation.
3. Decision analysis frameworks for logically addressing complex, fiscally constrained and uncertain national defense issues.
4. The structure, process, and major issues involved in selecting and programming future military forces.

COURSE DESCRIPTION

The Defense Economics and Decision Making course is a senior-level, military executive development course uniquely designed for the Naval War College. It is based on the premise that an effective senior defense executive is required to balance many disciplines and points of view in meeting the external and internal demands of senior command and staff assignments. The course is multidisciplinary in nature. It synthesizes concepts from organizational psychology, economics, analytical decision tools, political science, and management control. The integrating themes of the course are decision making, uncertainty, and resource allocation. Areas selected for special emphasis are:

1. The domestic and international economic environment affecting national security.
2. Major contemporary force planning issues and alternatives.
3. Individual and organizational influences on national security decision making, implementation, and change.

4. Management control strategies for large national defense organizations.

5. A framework for analyzing unstructured force-related problems with high uncertainty and complexity.

The course concludes with a simulation of the development of the current military services' Program Objective Memorandum. This exercise involves key decision points, conflicts, budget constraints, and real issues faced by senior decision makers in preparing the services' portion of the Five Year Defense Plan. Whenever possible extracts from actual decision documents are used.

METHODOLOGY

The course emphasizes active learning in a senior environment. Points of theory are studied and applied to cases or organizational situations representing complex national security issues. Over 80 cases are utilized, ranging from issues dealing with major force alternatives to complex behavioral situations. All emphasize real problems related to long-term national security matters and offer a unique opportunity for parallel learning. A single case can illustrate a tool for analysis or a review of analysis, as well as the particular issue itself (an example is the future Navy force planning case). Examples of other cases include: NATO Force Alternatives, Navy General Purpose Forces, and Contingency Forces.

Students are evaluated on the bases of their ability to develop unique solutions to defense-related problems, employing an integrative and balanced viewpoint through written essays, case analyses, and final examinations.

JOINT MILITARY OPERATIONS COURSE

OBJECTIVES

The objective of this course is to expand each officer's understanding of, and ability to successfully conduct, joint military operations. The theory, strategy, doctrine, planning, coordination, and direction of the military forces available to a commander are studied as elements of joint operational art.

The focus is on the theater commanders, sub-theater commanders, independent task force commanders, component commanders and their senior staff officers. Determining how to achieve military objectives in support of a military strategy is emphasized. Specifically examined is how the operational commander sees, shapes, fights, and supports theater operational campaigns and campaign battles. Particular stress is placed on the joint commander's problem of organizing and coordinating separate service assets to achieve national operational and strategic objectives.

Enclosure (1)

COURSE DESCRIPTION

The Joint Military Operations course is an executive development course uniquely designed for the Naval War College. Major emphasis is placed on the preparation of senior-level military officers for major command and senior staff assignments. It is based on the belief that senior-level career professionals will be required to make increasing use of many military disciplines in dealing with the operational problems to be faced in the future. The course employs a multi-disciplined approach. It synthesizes selected concepts from military and maritime strategy, service doctrine, military decision making, operational planning, military warfare, naval warfare, threat assessment, and war gaming techniques, among others. In all teaching sessions, these concepts are applied to military problems requiring decisions in dynamic situations against active opponents. The integrating themes of the course are joint military operations and military decision making.

Areas selected for special attention are:

1. The concept of joint operation art.
2. A coherent military strategy integrating all dimensions including the maritime element.
3. The relationship between strategic concepts and the military's actual capacity to implement the concepts by coordinating air, land and sea forces in joint operations.
4. The essential elements of military decision making in the planning and the operational phases.
5. Global and regional threats, and strategic and operational options to counter these threats.

The course includes two major war games. One is a super-power confrontation with students assuming the roles of Theater Commanders, their superiors, and their principal subordinates. The second game focuses on theater-oriented crises with students assuming senior military and civilian roles to wrestle with current military employment in these crises.

The course is organized into several major activities which are studied concurrently. These are:

1. Military strategy and operational doctrine.
2. Military forces and tasking.

3. Military planning and decision making.
4. Student research into Military Strategy and Operational Art.
5. War gaming.

Students are evaluated on the basis of their ability to develop unique solutions to military strategic and operational problems from a joint, theater perspective. Evaluated are student research reports, essays, case study analysis, war gaming analysis and written examinations.

METHODOLOGY

The Joint Military Operations course emphasizes active-learning through readings, seminar discussions, case studies or problems, and war games. The principal learning forum is the seminar. Student expertise is a significant part of the teaching process. Capabilities and limitations of assets and types of warfare are studied and applied in various scenarios. Cases or war games involve strategic concepts, service doctrine, platform capabilities, and the functions of the various forces available. Rules of engagement and other limited intelligence are among the variables students must factor into their operational planning. Students are required to make difficult decisions in a timely manner in dynamic, highly complex joint operational simulations.

COLLEGE OF NAVAL COMMAND AND STAFF

POLICY AND STRATEGY COURSE

OBJECTIVES

The Naval Command and Staff course and the Naval Warfare course employ a similar format; and, in general, the emphasis in the Command and Staff program is more heavily oriented toward the utility of naval forces, albeit in conjunction with non-naval forces, whereas the interdependence of forces and problems of the national application of joint forces provide the center of gravity for analysis in the College of Naval Warfare.

METHODOLOGY

The instructional methodology is similar to that used in the senior course.

DEFENSE ECONOMICS AND DECISION MAKING COURSE

OBJECTIVES

The Defense Economics and Decision Making Command and Staff course is a mid-level, military executive development course also uniquely designed for the Naval War College. Major emphasis is placed on the preparation of officers for future senior command and staff assignments. The course is conceptually similar to that of the senior course in that a multidisciplinary approach is used. However, the Command and staff curriculum places greater emphasis on the operating environment as well as the staff perspective. Integrating themes of the Command and Staff course are: decision making, uncertainty, and resource allocation. Areas selected for special emphasis are:

1. Domestic and international economic issues central to National Security.
2. Behavioral influences on policy formulation, decision making and commitment.
3. Management control of large national security organizations.
4. Force Planning Concepts, Issues and Cases.
5. A staff framework for analyzing unstructured force-related problems with high attendant uncertainty.

Enclosure (1)

The course concludes with the study of the preparation of the Department of Defense budget (PPBS System) and the development of each service's Program Obligation Memorandum for the current fiscal year.

METHODOLOGY

The instructional methodology is similar to that used in the senior course.

THE EMPLOYMENT OF NAVAL FORCES

OBJECTIVES

The Employment of Naval Forces course is an executive development course uniquely designed for the Naval War College's College of Naval Command and Staff. Major emphasis is placed on the preparation of mid-level naval and military officers for command and staff assignments. The course is based on the belief that the mid-level career naval and military officers will be required to make increasing use of many disciplines in dealing with the operational problems to be faced in the future. This will contrast with past experience where application of a single discrete discipline was more often normal.

The central objective of the course is to improve the student's understanding of how to best employ U.S. Naval Forces in joint operational situations ranging from peacetime presence to nuclear war.

Specific detailed objectives include:

- . An understanding of the maritime strategy as an element of national military strategy.
- . Improving each officer's ability to participate in and manage the military decision-making process.
- . The development of each officer's ability to select, allocate, and task naval forces to operate in joint integrated military operations in support of the maritime strategy.
- . Improving each officer's understanding of threat forces, and the strategic and operational options available to these forces.
- . Increasing each officer's understanding of the constraints that international law, rules of engagement, and other factors may impose on the military commander's decision making.

COURSE DESCRIPTION

The course employs a multi-discipline approach, synthesizing selected concepts from maritime strategy, military decision making, operational planning, naval warfare, threat assessment, and war gaming techniques, among others. In all teaching sessions, these concepts are applied to maritime problems requiring decisions in dynamic situations against active opponents. The integrating themes of the course are maritime operations and military decision making. Areas selected for special attention are:

- . A coherent and integrated maritime strategy in all its dimensions.
- . The relationship between strategic concepts and the military's actual capacity to implement these concepts.
- . The need to integrate and coordinate sea, land, and air power.
- . The essential elements of military decision making in both the planning and operational phases.
- . The Commander's Estimate of the Situation.

The course concludes with two large war games. In one, students assume the role of a Battle Group Commander and his principle subordinates. In the other, students are assigned roles at the level of Battle Force Commanders, or equivalent, and principle subordinates. The war games enable the students to synthesize concepts in a dynamic, decision-intensive, realistic environment.

METHODOLOGY

The instructional methodology is similar to that used in the Joint Military Operations course. The principle difference is that the focus is from the perspective of the Battle Force/Battle Group Commander and his staff.